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# CONNECTIONS

A publication of the Center for Deaf and Hard of Hearing Education

*The Center for Deaf and Hard of Hearing Education Mission: To promote positive outcomes for all Deaf and Hard of Hearing children in Indiana through information, services, and education.*

From the Director... 1

Staff Spotlight... 2

Audiology... 3

Early Invention... 4

Language & Literacy... 5

Assessment... 6

Deaf Education... 7

Family/Community... 8

Center Contacts... 9



## From the Director

### Back by Popular Demand

Our **Topics in Pediatric Audiology** webinar will take place for the 3rd year in a row on Friday, December 9th.

We are exciting to provide information related to Single Sided Deafness/Unilateral Hearing Loss for this year's webinar.

Our keynote speaker is Shelley Moats, AuD, PASC from Norton Children's ENT and Audiology in Louisville, Kentucky. Shelley will present in two parts throughout the morning. In addition, we will share out data on SSD from Indiana.

This year's event will also include small group dialogue to initiate Audiology Roundtables. We will invite audiologists from each region of the state to join breakout rooms, sharing what they would find valuable in ongoing roundtable discussions facilitated by our Center.

Register via the web link: <https://bit.ly/2022TiPA> the QR code!





**Center for  
Deaf and Hard of Hearing  
Education**

# STAFF SPOTLIGHT

## Welcome Manmeet Kohli!

### FUN FACTS

- Minnie loves to sing Indian (Bollywood) karaoke
- Minnie volunteers at a local Sikh Temple teaching music to children interested in learning Sikh holy hymns
- Minnie is a firm believer that everything happens for a reason and will turn out for the best—and feels this job with such a nice team is evidence of this!

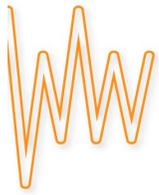


### Manmeet (Minnie) Kohli

We are delighted to have Minnie Kohli join our team as an Administrative Assistant! She joins us with years of experience in clinical settings—with previous training and work as a medical assistant. She has a bachelor's degree in Biology and two associates degrees in pre-law and education.

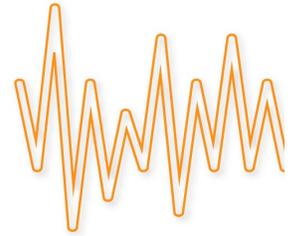
Minnie has two young sons and her husband drives a truck for local transport, which brought them to Indiana, the crossroads of America!

Minnie brings enthusiasm and a willingness to learn as she takes on this new role. She will assist us with many internal processes as well as external communications.



# SOUND ADVICE

## *Audiology*



### Benefits of Direct Microphone (DM) Use

Using a Hearing Assistive Technology (HAT) system with a **direct microphone** in a child's listening environment provides many benefits, not only to the child, but to those communicating with them as well!

A direct microphone provides **clear and direct access** to the speaker's voice through the child's hearing aids—watch [this video](#) to experience what a child may experience with or without this DM system

Check out our Continuous Learning document: [HAT Considerations](#) as a guidance document when considering when and how to implement use of a HAT system.



Check out our tutorial and troubleshooting guide for the Roger Touch Screen!

[Bit.ly/RogerTSGuide](https://bit.ly/RogerTSGuide)

- ⇒ The DM makes the teacher's voice louder than other noises in the room, and a classroom can be a noisy place!
- ⇒ The child can hear the teacher clearly no matter where the teacher is in the classroom.
- ⇒ The DM can be passed to other student's so that the child can hear their answers clearly.
- ⇒ The DM can help ease [auditory fatigue](#) and allow the child to have more energy to learn.
- ⇒ For the teacher, using a direct microphone helps prevent vocal fatigue and possible injury! Because the teacher's voice is streaming directly to the hearing aids, they do not need to raise their voice for the child to hear them.

Connecting the DM system to a computer or tablet? Check out our [Tips & Tricks: Connecting FM/DM to Computers & Tablets](#) document



Center for Deaf  
and Hard of Hearing  
Education

Resources:

<https://www.rmtcdhh.org/faq/use-microphone>

<https://www.boystownhospital.org/knowledge-center/using-hearing-assistive-technologies-classroom>

<https://www.asha.org/public/hearing/hearing-assistive-technology-for-children/>



# BRAIN BUILDERS CORNER EARLY INTERVENTION

## Building Capacity to Empower Families

The Joint Commission on Infant Hearing (JCIH) defines best practice goals including *All children who are deaf or hard of hearing from birth to three years of age and their families have early intervention providers who have the professional qualifications and core knowledge and skills to optimize the child's development and child/family well-being.*

After a busy Summer of training, we are excited to welcome our newest group of providers as Deaf Mentors and Parent Advisors. Our Early Intervention Training Coordinator, Michelle Coleman, along with national SKI HI trainer, Jodee Crace, completing Deaf Mentor Training to onboard new Deaf Mentors within our CDHHE Network, as well as Parent Advisor training to introduce several more Parent Advisors to our specialized CDHHE Network. Both of these trainings utilize SKI HI curricula.

Erika Pearson is one of our Early Intervention Specialists. She was among the Parent Advisor trainees and shared that she feels empowered with information and resources and appreciated the experience that has enhanced her confidence to provide effective home visits with families.

**Parent Advisors:** Provide intensive language acquisition strategies through family coaching, providing information and provide comprehensive resources for families. Parent Advisors also guide families through a process of learning about the unique aspects of parenting their deaf or hard of hearing child and how to encourage language acquisition, including determining communication opportunities that will benefit their child, using a holistic developmental model in an unbiased manner.



**Deaf Mentors:** Provide families with the experience of being connected with a Deaf adult by introduction, exposure and shared strategies involving American Sign Language (ASL), Deaf Culture, and the Deaf Community. Home visits consist of engaging and activity-based lessons for the families to learn natural and routine-based strategies for communicating visually with their infant/toddler. For example: establishing eye contact and attention, gesturing and learning ASL development & competency, and shared literacy tips.

Looking for information on all early intervention services available through the CDHHE Network? Check out our [Roles and Services](#) document!





# LANGUAGE AND LITERACY CORNER

## Vocabulary Depth

Vocabulary refers to the words we understand and use. The breadth of vocabulary means the basic knowledge of many words. Basic knowledge means you may be aware of the word and even use it, but not be able to explain or define it. Depth of vocabulary is having full knowledge of a word. Depth includes being able to define the word, use it complex sentences, spell it, sign/say it, tell how it relates to other words, and understand all the facets of that word.

For example, the English word *run* can be an action of moving your legs quickly, refer to an appliance that works, OR be included in a discussion of politicians seeking office, etc. A child may know run as one of these definitions, but not all, or perhaps they can show you how to run but not explain the definition with words (<https://ortongillinghamonlinetutor.com/the-breadth-and-depth-of-vocabulary-knowledge/>).

### Why do we need to pay attention to depth of vocabulary?

While knowing many words (breadth of vocabulary) has a positive impact on literacy, particularly reading fluency, it is actually the depth of vocabulary, not the breadth, that is a unique predictor of reading comprehension abilities.

- [Ouellette GP. What's meaning got to do with it: The role of vocabulary in word reading and reading comprehension. \*Journal of Educational Psychology\*. 2006;98:554–566.](#)
- [Binder KS, Cote NG, Lee C, Besette E, Vu H. Beyond breadth: The contributions of vocabulary depth to reading comprehension among skilled readers. \*J Res Read\*. 2017 Aug;40\(3\):333-343. doi: 10.1111/1467-9817.12069. Epub 2016 Feb 23. PMID: 28717257; PMCID: PMC5510944.](#)

### What about inclusion of a vocabulary goal(s) on an educational plan?

Children typically develop vocabulary at an extremely rapid rate. As a child becomes a toddler and beyond, it should be difficult to track or count the different types and number of words a child develops. A child at age three should have an average of 1000 words (<https://www.healthline.com/health/speech-delay-3-year-old-2#what-is-a-speech-delay>) and 2500 words by age 4 years (<https://www.in.gov/health/cdhhe/files/IDEAL-Parent-Document-Milestones.pdf>).

While accounting for new vocabulary helps us know the breadth of a child's vocabulary, to encourage depth of vocabulary growth, it is optimum if vocabulary is addressed through goals addressing the following:

- Narratives
- complexity of language use
- improvement in academic language.

### How can educators and families help improve vocabulary?

Vocabulary drills do not encourage generalization and application of word knowledge to new situations. Incorporating vocabulary development and healthy word knowledge into every interaction helps this generalization. This can be as easy as word play, telling and/or creating stories, and everyday conversations. Some ideas to encourage vocabulary growth can be found here:

- 17 Vocabulary Ideas for Kids: <https://imaginationsoup.net/teaching-kids-new-vocabulary-at-home/>
- Target the Problem: Vocabulary: <https://www.readingrockets.org/helping/target/vocabulary>
- 21 Ideas for Teaching Vocabulary: <https://www.giftedguru.com/21-ideas-for-teaching-vocabulary/>



# TACKLIN' Assessment

**Therapists Actively Consulting & Knowledgeably Leading Indiana**

The Center Assessment Team was nominated for the **Award of Excellence** due to the team members' abilities "to quickly provide assessments and comprehensive reports with a very short turn-around time."

"The Center Assessment Team works hard to collaboratively provide proficient assessment services," said Lorinda, school psychologist/Assessment Team Lead. "Our knowledgeable professionals write comprehensive reports and offer consultation to families, school staff, and other professionals, with the shared goal of meeting the needs of the children and students who are deaf or hard of hearing, no matter how they communicate or where they are educated in the state of Indiana. I enjoy working alongside each member of the team and find the work we do inspiring and fulfilling each and every day."

"I value every opportunity I have to work with this amazing group of professionals," Jeanine, physical therapist, said. "One of our greatest rewards is the trust these families place in us, allowing us to partner with them as they support and guide their children through the educational process."

"I have never worked with a team of people who are so devoted to the individuals they serve - deaf and hard of hearing children," Jackie, SLP, said. "They give their whole souls and time (professional and personal) to provide evaluations, consultations, reports, resources, information, education, recommendations, etc. so that these children can meet their optimum potential."



SHIELD SPOTLIGHT  
JULY 2022

## Center for Deaf and Hard of Hearing Education

Assessment Team

Back row: Justin Perez, Dr. Kayla Whitaker, Jacqueline D. Hall-Katter,  
Dr. Jeanine David Goldner, Laura Lefter

Front row: Lori Kiel, Deyda Salazar, Michelle Wagner-Escobar,  
Lorinda Bartlett

"It is truly a pleasure to work alongside this team of professionals who are outstanding specialists in the field of deaf education," Laura, ASL interpreter and teacher said. "I'm honored that the dedication displayed at the Center for Deaf and Hard of Hearing Education motivated some-one to nominate us for this award."



Center for Deaf  
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Education



# TEACHERS' DEN Deaf Educator's Network

## Listening/Concentration Fatigue

What is **listening/concentration fatigue**? Fatigue in general refers to a "tiredness" due to effort (either physical or mental). For many children who are deaf or hard of hearing, listening/concentration fatigue occurs due to their need for **increased concentration and attention**. In many situations, children who are deaf or hard of hearing must often work harder and pay closer attention than their peers to listen/view and access information, leaving fewer cognitive resources (Hornsby et al, 2017).

Researchers who examined the question of fatigue in children who are deaf and hard of hearing found that students **subjectively report a greater level of fatigue** than those with typical hearing (Davis et al, 2021). In another study, children who were deaf or hard of hearing expended more effort on listening/viewing tasks than their typically hearing peers. The increased and sustained listening/viewing effort required by children in their school settings put them at risk for stress, tension, and fatigue.

Recently, researchers at Vanderbilt University Medical Center Listening and Learning Lab and the Hearing and communication Lab created and published the **Vanderbilt Fatigue Scales (VFS)** for assessing both children and adults who are deaf or hard of hearing (Vanderbilt University, 2022). The scales are recommended for any child who is deaf or hard of hearing over the age of 6, even if they do not appear to be struggling in the educational setting.

- Hornsby BWY, Gustafson SJ, Lancaster H, Cho S, Camarata S, Bess FH. (2017). Subjective Fatigue in Children with Hearing loss assessed using self-and parent-proxy report. *Am J Audiol* 26(3 Suppl): 393-407
- Davis H, Schlundt D, Bonnet K, Camarata S, Hornsby B, Bess FH. (2021). Listening-related fatigue in children with hearing loss: Perspectives of children, parents, and school professionals. *AJA* 30(4): 929-940
- Vanderbilt University. (2022) Vanderbilt Fatigue Scales. [https://www.vumc.org/vfs/vanderbilt-fatigue-scales?fbclid=IwAR2sSF6b6qViaFr57Xrnu\\_y\\_tSesCJXAygDeGHfs8cJR6jCNh3tQMxcQqq](https://www.vumc.org/vfs/vanderbilt-fatigue-scales?fbclid=IwAR2sSF6b6qViaFr57Xrnu_y_tSesCJXAygDeGHfs8cJR6jCNh3tQMxcQqq) (Accessed September 14, 2022).



# Family & Community

**Q&A**  
DROP-IN SESSIONS  
Advocating for your DHH Child/Students

Hands & Voices **ASTra™** Advocates will answer your questions.

8pm - 9pm EST  
7pm - 8pm CST

For Spanish language, contact [astra@inhv.org](mailto:astra@inhv.org)

**Save the dates!**

Sep 12   Dec 5  
Oct 3   Jan 9  
Nov 7   Feb 6



Sign language resources for kids  
<https://asl-kids.com/>



Online ASL classes <https://deafchildren.org/knowledge-center/asl-resources/online-asl-classes/>



AMERICAN SOCIETY  
for DEAF CHILDREN

**HEAR  
INCOURAGEMENT  
NIGHT**

December 16, 2022

<https://www.hearindiana.org/incouragement-night/>



Center for Deaf  
and Hard of Hearing  
Education



# Family & Community

Every registered family gets a free pumpkin!

Join us for an afternoon at the  
**PUMPKIN PATCH**  
EXPLORATION ACRES, Lafayette | Oct. 22, 11am - 1pm EDT

**CORN MAZE**      **PUMPKINS**      **S'MORES**

Check out the attractions at your own pace, and meet us at our fire-pit to enjoy S'mores and pick up your coupon for a free pumpkin from the Pumpkin Patch.

**Group Discount Rates**  
Age 15+      \$11  
Age 6-12      \$9  
Age 0-5      free

Please register: [www.inhv.org/events/pumpkin-2022](http://www.inhv.org/events/pumpkin-2022)



<https://haapindiana.org/>

## HELPFUL RESOURCES!

Hands &Voices :

[www.handsandvoices.org](http://www.handsandvoices.org)

Indiana Hands & Voices :

[www.inhandsandvoices.org](http://www.inhandsandvoices.org)

IN\*SOURCE : [www.insource.org](http://www.insource.org)

Family Voices Indiana :

[www.fvindiana.org](http://www.fvindiana.org)

ASK: About Special Kids :

[www.aboutspecialkids.org](http://www.aboutspecialkids.org)



**IDEAL** Technical Assistance  
*IDEAL*      Excel<sup>2</sup>  
Extraordinarily Committed to Enrichment in Language & Literacy

## Language Access Series

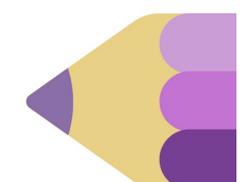
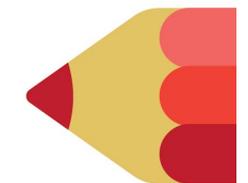
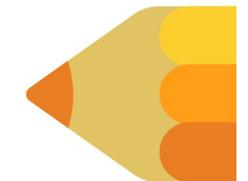
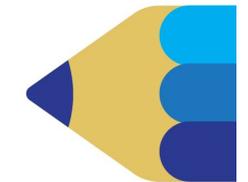
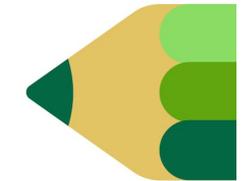
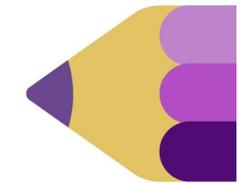
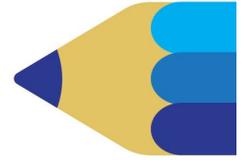
A key element for deaf and hard of hearing children's success is ensuring language access.

The Center has created a new Language Access Technical Assistance booklet. Check it out here:

<https://www.in.gov/health/cdhhe/files/EXCEL2-language-access-series-clickable-links.pdf>



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